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PT 503.01: Physical Therapy and the Health Care System

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PT 503
PHYSICAL THERAPY PRACTICE AND THE HEALTH CARE SYSTEM
Fall 2008

- I. **Instructors:** Dave Levison, PT, MHS
- Room 106, Office hours – Mon. 3-5 or by appointment
 - david.levison@umontana.edu
- Kim Mize, PT, DPT, CSCS
- Room, Office hours Mondays 3:10 -4 or by appointment
 - kimberly.mize@umontana.edu
- II. **Credits:** 4
- III. **Meeting Time:** Tuesdays and Thursdays: **3:10 – 5:00 PM** Room 025
(unless otherwise designated - see schedule for specifics)
- IV. **Required Texts:**
- MEDICAL TERMINOLOGY SIMPLIFIED 3rd Ed. A
Programmed Learning Approach by Body Systems. By
Barbara A. Gylys and Regina M. Masters
- Functional Outcomes Documentation for
Rehabilitation, by Quinn and Gordon
- Guide to Physical Therapist Practice
American Physical Therapy Assoc., 2002
- V. **Additional Readings:**
- Professionalism in Physical Therapy, Physical Therapy, June 1964. Perry, J.
 - Introduction to Physical Therapy, Chapter 6 - Current Issues. Bennet, SE.
 - Documenting Functional Outcomes in Physical Therapy, Chapter 1 – Health Care Delivery System. Stewart, DL
 - The Handbook of Teaching for Physical Therapists, Chapter 8 – Understanding patient receptivity to change: Teaching for treatment adherence. Jensen et al.
- VI. **Course Description:** This course provides a general introduction to the profession of physical therapy and the US healthcare system. This course includes an overview of the role and responsibilities of a physical therapist within the health care system and society using the principles and guidelines put forth by the American Physical Therapy Association. The course includes an introduction to the US health care system, professionalism, legal and ethical guidelines, education theory, disablement model, patient/client management model, documentation, medical terminology; abbreviations and discussion of

current issues in physical therapy and health care; and an introduction to professional literature and evidence based practice. The course will provide you an overview of a professional development process, including The University of Montana PT clinical education component of the curriculum.

VII. Evaluation Methods:

Final Examination	35%
Medical Terminology Exam	5%
Current Topics Paper	13%
Health Care Professions	12%
Quiz 1	17%
Quiz 2	18%
	<hr/>
	100%

VIII. Other course requirements: Date for turning in completed documentation work book will be announced. Students will receive an incomplete for the course grade if not turned in completed.

IX. Grading Scale: See departmental policies

X. Teaching Methods and Learning Experiences: Lecture/discussion supported with PowerPoint slides, assigned readings, written papers and short homework assignments based on assigned readings, small group work that includes peer teaching and presentations. All written assignments should be typed unless otherwise directed.

Major educational models introduced include:

- Patient/Client Management Model
- Patient-Practitioner Collaborative Model – for Behavioral diagnosis and change
- RIPS Model for ethical analysis and decision making
- **Medical Terminology:** Competency Exam- It is expected that the student will be competent in medical terminology upon arrival to the course in the fall, or at the latest by the end of the fall semester. Following completion of a self-instructional medical terminology text, students are required to achieve a minimum grade of 80% on a medical terminology multiple choice exam. Students will be required to retake the exam until they score 80% or greater. Students can schedule to take the exam Friday Aug. 29th from 3:10-5:00. Special circumstances can be arranged with Dr. Mize for alternate test dates as needed.
- **Homework Assignments:** It is expected that you will complete the many reading assignments associated with this course. Some of the reading assignments will also have questions associated with them. You are to respond to the questions in writing, (typed and double spaced) and be

prepared to discuss your answers as well as hand them in at class time the day they are due.

- **Healthcare professions assignment:** There will be a sign up sheet on the bulletin board outside of SB 105 (across from Dr. Laskin's office). Team up with one of your classmates and choose one of the following health care provider groups to research; Occupational Therapy, Physical Therapist Assistant, Orthopedic Surgeon, Family Practice Physician, Physician's Assistant, Chiropractor, Registered Nurse, or Athletic Trainer. You are to read the PT Practice Act for Montana prior to your research.

You and your partner's written assignment will include:

- A summary of the educational preparation and specialized body of knowledge. (include link to the curriculum of an accredited program)
- A summary of the key practice act items related to scope of practice, autonomy, who practices under their supervision, etc. (provide link to practice act.)
- A summary of typical practice settings and responsibilities (what is it that they primarily do, do better than others or is unique and where do they do this?)
- A summary of how a physical therapist might interact with the assigned provider group.
- From your research assess the degree to which each professional characteristic listed below has been developed on a 1-5 scale (1 = not developed, 2 = weak, 3 = moderate, 4 = well, 5 = strong)

Characteristics of a Profession

- | | |
|---------------------------------|----------------------------------|
| • Specialized body of knowledge | • Public awareness of expertise. |
| • Autonomy | • Direct Access |

The assignment should include a cover sheet with a title, author, course # and date. As with other papers, it should be double-spaced, using a 12 point font.

It is required that you interview someone from the health profession assigned. You should consider getting other information from the web, through other interviews, etc. Please document your references. You may collaborate with other students assigned to the same profession but you will have individual responsibility to teach a group of your classmates through small group discussions.

Small group 1: (Bring your paper and other information you researched.) You will first meet in-groups of approximately 4 classmates (2 groups of 2) that researched the same profession. The purpose of this discussion is to use the others in the group to get clarity and confirmation on what you learned, and

discuss how you might organize the information to teach others when you break into the next group. Session will last 15 minutes.

Small group 2: This discussion group will consist of groups of approximately 8. Each group member will have 10 minutes to present and answer questions on their assigned topic.

Whole class discussion will follow to clarify any issues and discuss how each profession is unique and sets themselves apart in their body of knowledge and scope of practice and how they interact with each other.

- **Current Topics Assignment:**

You will sign up for a topic and be responsible for researching that topic and sharing what you learned with your classmates. You will also be required to turn in a 3-4 page report plus references that summarizes your findings. Make sure you include APTA as one of your resources. You may include personal interviews also.

Small group discussions:

Meeting 1: You will first meet with classmates that researched the same topic. The purpose of this discussion is to use the others in the group to get clarity and confirmation on what you learned, get feedback on what the salient points of the topic are and discuss how you might organize the information to teach others when you break into the next group. Session will last 20 minutes.

Meeting 2: This discussion group will consist of groups of approximately 6. Each topic will be covered by the member(s) that studied it and answer questions from their peers. You will have about 10 minutes per topic.

In your written report, answer the following questions related to your topic. Please also formulate your own questions to answer and make critical judgments of what other content to include in your paper and for sharing with your groups.

Current Topics

1. The evolution of direct access for PT
 - What is direct access? Does it exist? How does it occur? What are the benefits and to whom? What are the arguments against it, in and outside of our profession? How has it or should it change how we practice? How is it related to the concept of a profession?
2. Professional Autonomy

- What is Professional Autonomy? What are the ethical considerations? How does practice ownership impact it? Who should be able to own PT practice? Why or why not? Is physician or other professional ownership a threat to our Professional Autonomy? What is the impact of Stark II legislation? What is the impact of corporate ownership? What is APTA and the Private Practice Section positions on this? What is the situation re ownership and other professions? Does state business law play a role?
3. Professional Practice Encroachment
 - What is practice encroachment? What do we fear? Who is a threat? How should we deal with it? Does state or federal law impact this issue? How does this issue impact the consumer of health care?
 4. Controversies with the Utilization of Support Staff.
 - Who are support staffs in PT? Who defines who can do what? What drives these determinations of legal and day to day utilization of support staff? What are the fears? What is to be gained or lost?
 5. The evolution of the entry-level DPT
 - Where are we in the evolution of the DPT? Who promoted it and why? What is the current and future impact of the move to the DPT on our profession? Are there groups or individuals that think this was a bad idea? What are the concerns of various parties? How does it compare with other health care professions? Who are the players?
- **PT 503 Required Professional Development Activities:**
 1. Read and reflect on APTA's Core Values:
<http://www.apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=21299>
 For each Core Value, identify 1 indicator that would be appropriate for you as a first year student to be engaged in. If none of the indicators provided are applicable to you as a first year student, create one that is.
 2. Read and reflect on PT Generic Abilities

Future Related Professional Development Activities

1. Spring semester, first year in PT 582 – Self Assess using the Generic Abilities and identify at least 3 items to create goals to work on during your first internship. (will be an ongoing process for each internship)

2. Clinical Internship reflection papers – to be completed after each internship.
3. Core Values Assessment – Recommend doing this now.
4. Utilize academic advising to refine your professional development goals/ action plans and resume.
5. Development of a Professional Portfolio and Resume.

XI. Professional Behaviors: Professional behaviors are expected in the course. These include (but are not limited to): taking responsibility for one's own learning, taking responsibility for one's own work (no cheating or plagiarism), completing group and individual assignments in a timely manner, coming to class on time (unless excused), coming to class prepared, treating fellow students, staff, and faculty with respect, and receiving and giving constructive criticism when appropriate. Cell phones should be turned off and put away. Lap top computers may be used to take notes and when appropriate, search the web for information pertaining to the topic being discussed in class. Other uses of personal computing and communication devices in class are prohibited. Please refer to the "Generic Abilities" section in your student handbook. Unprofessional behavior will be subject to disciplinary action.

ACADEMIC HONESTY

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at

<http://life.umt.edu/SA/documents/fromWeb/StudentConductCode1.pdf>

For information on plagiarism please visit these links:

<http://www.rbs2.com/plag.htm>

<http://owl.english.purdue.edu/owl/resource/589/01/>

XII. Useful Internet Links:

http://data.opi.state.mt.us/bills/mca_toc/37_11.htm

MT PT Practice Act

http://www.mt.gov/dli/bsd/license/bsd_boards/ptp_board/pdf/ptp_rules.pdf

MT Rules

<http://www.apta.org>

<http://www.mapta.com/>

Montana chapter of the APTA

<http://www.apastyle.org/electref.html>

American Psychological Association style is the preferred style for your professional papers and information re style can be found here.

<http://www.fsbpt.org/>

Federation of state boards of physical therapy. The federation develops, maintains, and administers the National Physical Therapy Examinations

<http://www.physicaltherapist.com/>
jobs, message boards, links

PT 503
Physical Therapy and the Health Care System
Course Objectives

- 1 = Knowledge and Comprehension
- 2 = Application
- 3 = Psychomotor
- 4 = Analysis/Synthesis
- 5 = Affective

At the end of the course, the student will, as demonstrated by written assignments, class participation and discussion, and written examination, the following:

- A. Medical Terminology (CC.-5.17) (EXO-8)
 - 2.1 Correctly spell and utilize medical terminology and abbreviations.
 - 3.1 Fully complete medical terminology workbook
- B. History of physical therapy and the APTA (CC.-5.16)
 - 1.1 Name the significant dates and persons involved with the history of physical therapy and the APTA.
 - 1.2 Describe the major historical events that influenced the development of physical therapy.
 - 5.1 Articulate a personal definition of physical therapy
- C. Patient/Client Management (EXO-2)
 - 1.1 Describe the components of the Patient/Client Management Model from the Guide to PT Practice. (CC-5.28 – 5.39)
 - 1.2 Describe the Disablement Model (CC.-5.31, 5.32)
 - 1.3 Given a patient history and examination results, identify pathology, impairments, limitations, and disability. (CC.-5.31, 5.32)
 - 1.4 Describe the type of information available within each Practice Pattern in Part 2. (CC-5.28 – 5.39)
 - 2.1 Match medically related information with the appropriate component of the Pt/Client Management Model. (CC-5.28 – 5.39)
 - 2.2 Given a medical diagnosis of pt description, match it with the appropriate Practice Pattern. (CC -5.32)
- D. Professions, Professional Behaviors, Generic Abilities (EXO-5)
 - 1.1 List the characteristics of a profession.
 - 1.2 Identify the activities of a professional organization (APTA) (CC-5.16, 5.64. 5.66)
 - 1.3 Describe professional behaviors and generic abilities. (CC. 5.1-5.25)
 - 1.4 Identify the PT profession's core values. (CC. 5.1-5.25)
 - 2.1 Give examples of appropriate professional behaviors. (CC. 5.1-5.25)

- 2.2 Describe leadership responsibilities of a physical therapist (CC. 5.16)
 - 2.3 Develop a statement of professional practice philosophy
 - 4.1 Analyze physical therapy as a profession. (CC. 5.1-5.25)
 - 4.2 Compare other professions to PT (CC- 5.34, 5.54, 5.55, 5.56)
 - 4.3 Assess your own professional values (CC. 5.1-5.25)
 - 5.1 In class, demonstrate professional behaviors.
- E. Education – Teaching/Learning (EXO-7)
- 1.1 Describe general principles of adult education. (CC- 5.15)
 - 1.2 Identify the elements of the patient/practitioner collaborative model. (CC- 5.26)
 - 1.3 Identify common barriers to communication and learning. (CC- 5.15, 5.26)
 - 1.4 Discuss the role of various contextual issues that can influence a patient's health care experience. (CC-5.26, 5.41)
 - 1.5 Identify the common content areas for pt/client related instruction (CC-5.26, 5.41)
 - 1.6 Describe the typical education (teaching/learning) related responsibilities of a physical therapist. (CC- 5.15, CC-5.26, 5.41)
 - 2.1 Given clinical situations, apply principles of adult education to patient and professional interactions. (CC- 5.15, 5.26, 5.41)
 - 2.2 Given a mock patient, describe the patient/practitioner collaborative process. (CC-5.26, 5.41)
 - 2.3 Given a mock patient, identify barriers to communication, education and goal achievement. (CC-5.26, 5.41)
 - 2.4 Assess your learning style/strategies (CC- 5.15, 5.26, 5.41)
- F. Interpersonal/Communication Skills (CC – 5.17, 5.57) (EXO-8)
- 1.1 Describe effective verbal and non-verbal communication skills
 - 1.2 Describe the elements of interpersonal conflict
 - 1.3 Describe power issues in interpersonal conflict
 - 1.4 Describe the various styles and tactics associated with conflict
 - 1.5 Describe constructive conflict management strategies.
 - 4.1 Analyze a pt-practitioner interaction for effective communication
- G. Documentation (EXO-11)
- 1.1 List the reasons why accurate documentation is important. (CC – 5.1, 5.12, 5.43)
 - 1.2 Describe the use, advantages, and disadvantages of narrative, SOAP, flow charting, and computer programs in PT documentation. (CC-5.42)
 - 1.3 Name the common categories in a PT evaluation and progress note. (CC-5.42)
 - 1.4 Describe the content of each section of a SOAP note. (CC-5.42)
 - 1.5 Describe the difference between the SOAP format for documentation and The Guide to PT Practice. (CC-5.42)

- 2.1 Given a list of phrases, name where each phrase belongs in a SOAP note. (CC-5.42)
 - 2.2 Outline a documentation scheme for an initial examination using PT Guide concepts. (CC-5.42)
 - 2.3 Given observations from a PT examination, write the phrases in a Guide format. Delete unnecessary references, delete non-pertinent information, use concise terminology, and use appropriate subcategories. (CC-5.42)
 - 2.4 Write goals/outcomes in pt oriented, measurable, time based and functional format. (CC-5.42)
 - 3.1 Dictate documentation of a patient treatment session that is intelligible. (CC-5.42)
 - 3.2 Fully complete the exercises in Functional Outcomes Documentation for Rehabilitation. (CC-5.42)
 - 4.1 Given the results of a PT examination, compose a problem list, summary of key findings, short and long term goals/expected outcomes, and formulate a PT plan of care including necessary components. (CC-5.42)
 - 4.2 Given documentation of a patient visit, critique it for completeness, efficiency, and general ability to communicate key information. (CC-5.12, 5.42)
- H. The physical therapist's roles in the health care team. (EXO-9)
- 1.1 Describe the unique responsibilities and the overlap of responsibilities of the health care professionals. (CC – 5.34, 5.40, 5.54, 5.55)
 - 1.2 Describe the components of an effective Interdisciplinary collaboration. (CC – 5.34, 5.54, 5.55)
 - 1.3 Identify barriers to effective collaboration between providers (CC – 5.34, 5.40, 5.54, 5.55)
 - 1.4 Describe key aspects of a successful interdisciplinary team. (CC-5.34, 5.4 - 5.6)
- I. Ethical issues, Standards of Practice, Guide to Practice, Clinical Decision Making (CC.-5.2 - 5.11. 5.18) (EXO-5)
- 1.1 Identify the principles of the APTA Code of Ethics including emphasis on individual patient rights and professional responsibility.
 - 1.2 Describe general ethical theory.
 - 1.3 Describe the APTA Standards of Practice.
 - 1.4 Describe a clinical decision making model.
 - 1.5 Identify the major components of the Guide to PT Practice.
 - 4.1 Given a clinical situation, analyze the issues in terms of the APTA Code of Ethics, Guide for Professional Conduct, and Standards of Practice.

- J. Legal aspects of the practice of physical therapy (CC.-5.1, 5.61) (EXO-5)
 - 1.1 Describe the differences and similarities between ethical and legal considerations.
 - 1.2 Identify various rules of legal physical therapy practice in the State of Montana to include licensure, supervision, unprofessional behavior, use of topical agents.
 - 1.3 Identify issues of legal practice that may vary from state to state.
 - 1.4 Describe the general rule behind the Health Insurance Portability and Accountability Act (HIPAA) and why it was signed into law.
 - 1.5 Describe who has to comply with HIPAA, how to de-identify patient charts, and a privacy notice.
 - 1.6 Identify proper and improper behaviors by a health care provider and how to fully protect an individuals' written, spoken, or electronic health information.
 - 2.1 Given a situation, determine what the legal requirements are for the state of Montana.
- K. Health Care System (CC – 5.63-5.66) (EXO-12)
 - 1.1 Describe the various categories of health care including primary, secondary, and tertiary.
 - 1.2 Describe the components of the US health care system to include government, private, managed care, third party payers, etc.
 - 1.3 Describe how physical therapy fits within the health care system.
 - 1.4 Identify the basic reimbursement systems related to PT services.
 - 1.5 Explain the differences between the Medicare and Medicaid programs.
 - 1.6 Describe the landmark legislative initiatives affecting the healthcare system in the US.
 - 1.7 Know the relationship between value, quality and cost.
 - 1.8 Describe how the concept of entitlement has impacted our health care system.
- L. Issues in Physical Therapy and Health Care ((CC – 5.63-5.66) (EXO-12)
 - 1.1 Identify current relevant issues in physical therapy.
 - 4.1 As evidenced by effective participation in a formal discussion and reflection paper, demonstrate knowledge of the political, educational, professional, and social aspects of a relevant issue to PT.
- M. Professional Literature and Evidence Based Practice Introduction (CC-5.21-5.25) (EXO-3, 13)
 - 1.1 Define commonly used terminology associated with evidence based medicine and its role in medicine and allied health.
 - 1.2 Define and explain the range of scholarship accepted in physical therapy research.
 - 1.3 Identify professional journals and magazines containing professional physical therapy literature.

- 1.4 Identify and explain the essential components of a scientific research article.
- 1.5 Identify the essential components associated with the critical analysis of a published research article.
- 2.1 Understand the concept of Critically Appraised Topics (CATS) and PICO in Evidence Based Practice as applied to physical therapy.
- 2.2 Demonstrate an understanding of current trends in Physical Therapy research.
- 2.3 Demonstrate the ability to identify and access various computer data bases to find current and relevant published literature related to physical therapy.

PT 503 Schedule: Fall 2008

- Aug 26: 3:10 PM - Course Introduction: Schedule overview, faculty and student expectations, Guide to PT Practice preview, etc. (Levison and Mize)
- students review info on APTA for Aug. 28th.
- Aug. 28: 3:10 PM - History of PT, APTA (Mize)
MAPTA and you (Levison)
- Aug. 29 Friday 3:10 pm 114**
Medical Terminology Competency Exam
- Sept. 2: 3:10 PM - What is a profession and what is a professional? Roles and responsibilities of a PT, professional behaviors, standards of practice, and delivery settings. (Levison)
- **Deadline to sign up for health care professions project.**
 - **Students to have completed APTA Core Values assignment and have read assigned articles on professionalism.**
- Sept. 4: 3:10 – Leadership responsibilities as a health care professional (Levison)
- Sept 9: 3:10 PM - Professional Development: (Levison, Mize, Frantzreb)
- Clinical Education Program overview
 - Building the Professional Resume
- Sept. 11: 3:10 PM - Guide to PT Practice (Mize)
Disablement and Patient/Client management models
READ Guide Ch 1; ch 2 pp 43-47; skim p 48 to the end of Ch 2
READ and complete Quinn & Gordon ch 1
- Sept. 16: 3:10 PM - Guide continued: Preferred Practice Patterns (Mize) READ Guide pp 97-99; skim 100+; read 125-131; skim 133-160; read 305, 463, 587
- **Deadline to sign up for Current Issues topic.**
- Sept. 18: 3:10 PM – A systematic approach to evidence based practice (EBP) in physical therapy (Mize)
- Sept. 23: 3:10 PM - A systematic approach to EBP con't (Mize)
- Sept. 25: **8:10 AM** – Introduction to the US Health Care System: Health care systems, reimbursement, PT and the Health Care Team, etc. (Levison)
3:10 PM - US Health Care system con't. (Levison)

Sept. 30 and Oct. 2: **no class**

- Oct. 7: **8:10 AM – Quiz 1(first hour)**
US Health Care system con't. (Levison)
3:10 PM - Group discussions on various Health Care professions.
(Levison) **Papers due.**
- Oct. 9: 3:10 PM – Documentation Intro (chap 1-5)
- Oct. 14: 3:10 PM - Legal Issues regulating PT Practice (Mize)
- Oct. 16: 3:10 AM - Legal Issues con't (Mize)
- Oct. 21: 3:10 PM – Documentation chap 6-10
- Oct. 23: 3:10 PM - Documentation ch 11-12 (Mize)
- Oct. 28: 3:10 PM - Introduction to Ethical Theory (Levison)
Intro to Case 1
- Oct 30:** **8:10 AM** – Ethical theory con't. - Case 1 (Levison)
3:10 PM - Ethics con't, case 2 (Levison)
- Nov. 4: Election Day
- Nov. 6: 3:10 PM – **Quiz 2 (first hour)**
Documentation ch 13 (practice)(Mize)
- Nov. 11: Veterans Day
- Nov. 13:** **8:10 AM** - Patient- Practitioner Collaborative Model (Levison)
Relationship building, communication and negotiation skills
3:10 PM - Documentation (practice) (Mize)
- Nov. 18: 3:10 PM - The collaborative approach in education and health care
teams. (Levison) **Documentation workbook due**
- Nov. 25: 3:10 PM - Adult Learning and Learning Styles. (Levison)
- Nov. 27: Thanksgiving
- Dec. 2: 3:10 PM - Teaching and Learning con't – Cases (Levison)
Current topic papers due
- Dec. 4: 3:10 PM - Current topic discussions. (Levison)
- Dec. 8-12: Final Examination as scheduled